

Functional Language Arts Standards
(Adopted 6.28.99)

Table: Functional Language Arts Standards

STANDARD 1: Reading

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

STANDARD 2: Writing

Students effectively use written language for a variety of purposes and with a variety of audiences.

STANDARD 3: Listening and Speaking

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

STANDARD 4: Viewing and Presenting

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others. *(Note: No separate Functional level performance objectives indicated.)*

LANGUAGE ARTS STANDARDS

STANDARD 1: READING

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, and using a variety of modalities which includes assistive technology, tangible and/or picture symbols, sign language, tactile finger spelling, Braille, written word, visual or tactual means, students know and are able to do the following:

- **R-FS1. Demonstrate an understanding of directionality**
 - PO 1. Track visually, auditorily, and/or tactually in a horizontal (left to right) and vertical (top to bottom) pattern
 - PO 2. Rotate pictures/book to correct left /right and up/down orientation
 - PO 3. Focus attention to features of objects/pictures given distracters
 - PO 4. Systematically handle book or materials created for sharing information (e.g., turning pages; locating sections, beginning/middle/end; handling/interacting with menus, bus schedules, and shopping lists)
- **R-FS2. Demonstrate knowledge of the relationship between concrete experiences or objects with progressively abstract symbols**
 - PO 1. Match object to object
 - PO 2. Match object to photo of like object
 - PO 3. Match picture to picture (e.g., same picture, and black and white line drawings, varying representation of same object)
 - PO 4. Match picture to activity (e.g., picture of computer to indicate time for computer activity)
 - PO 5. Associate common symbol with picture or concept (e.g., golden arches for McDonalds, pick out specific cereal brands by coupons, labels, Ø no entry)
 - PO 6. Match word to word

- **R-FS3. Comprehend the meaning of simple survival words/pictures**

- PO 1. Recognize survival words, logos, environmental signs (e.g., job instructions, classroom/work schedules, locate correct bathroom or cleaning materials using labels, recognize poisonous items/dangers by signs/labels)
- PO 2. Derive meaning from survival words, logos, environmental signs (e.g., job instructions, classroom/work schedules)
- PO 3. Label objects/pictures
- PO 4. Tell story about objects/pictures
- PO 5. Follow sequence of simple pictures or written directions (e.g., recipe/work routines)

- **R-FS4. Retell stories/directions in sequence using gestures, words, or pictures**

- PO 1. Identify main character(s)
- PO 2. Recall an event from a story
- PO 3. Answer questions related to sequence of events (e.g., *What happened after _____?; What do you do next?*)

- **R-FS5. Decode simple words**

- PO 1. Recognize name
- PO 2. Match upper and lower case letters
- PO 3. Identify letter names
- PO 4. Pair sound with letter symbol
- PO 5. Use letter sounds to decode unfamiliar words (e.g., consonants/vowels/blends)
- PO 6. Match picture to word
- PO 7. Read predetermined number of words (e.g., TV schedule, cafeteria menu, common words, functional vocational words) (*Note: IEP Team specifies number of words*)
- PO 8. Follow simple written/picture directions

STANDARD 2: WRITING

Students effectively use written language for a variety of purposes and with a variety of audiences.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments using assistive technology, Braille, and print, students know and are able to do the following:

- **W-FS1. Develop increased control of fine motor skills**

- PO 1. Reach for objects
- PO 2. Grasp/hold objects and use purposefully

- PO 3. Indicate specific item purposefully through pointing (e.g., finger, eye, elbow, head, stick)
- PO 4. Put objects in correct places accurately and purposefully
- PO 5. Perform increasingly complex fine motor tasks using a variety of objects (e.g., fasteners, clothespins, doorknobs)
- PO 6. Stabilize objects with one body part (e.g., hand, elbow, foot) or any adaptive means while manipulating the object with other body parts or any adaptive means (e.g., hold paper and write, stabilize and wind-up kitchen timer)

- **W-FS2. Write the twenty-six letters of the alphabet**

- PO 1. Mark on paper within boundaries (e.g., drawing, illustrating, imitating modeled strokes, tracing)
- PO 2. Copy letters (e.g., using computer keyboard, Braille, or print)
- PO 3. Produce letters spontaneously (e.g., using computer keyboard, Braille, or print)

- **W-FS3. Write simple words and numbers**

- PO 1. Print first and last name from model
- PO 2. Print simple words and sentences from model
- PO 3. Write numerals 0-9
- PO 4. Print address/phone number from model
- PO 5. Print first and last name, address and phone number when needed
- PO 6. Write signature in a designated area (e.g., mark an X, use a name stamp, print name utilizing preferred method)

- **W-FS4. Relate a narrative, creative story or other communication by drawing, telling, or writing**

- PO 1. Make lists (e.g., pictorial/word shopping list)
- PO 2. Document events around a specific topic (e.g., retell story, experiences, movie, or write in journal with words, pictures, or drawings)

STANDARD 3: LISTENING AND SPEAKING

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, and using a variety of receptive (e.g., tangible objects, photographs, pictures, line drawings, symbols, speech) and expressive (e.g., gesture, pointing, sign, assistive technology, augmentative communication device, speech, drawing) communication modes, students know and are able to do the following:

- **LS-FS1. Associate meaningful real life experiences with symbolic language**

- PO 1. Localize sounds or other stimuli in a communicative context
- PO 2. Locate objects out of view (object permanence) (e.g., reach for crayons in desk, go to refrigerator for items needed to make a recipe, in response to question *Where is your lunch?* indicate by gaze that lunch is in backpack, locate spoon if dropped and out of sight)
- PO 3. Communicate anticipation of consistent activities and familiar people in daily routines (e.g., door opens/head turns; see or touch shirt/extends arm; see or feel spoon /moves mouth towards spoon; turning lights off/on, play, songs, grooming routine, daily schedule)
- PO 4. Associate cues, objects, pictures and their meaning as symbols to represent activities in schedule/routine (e.g., carpet square--circle time, songs; bells--lunch, recess)
- PO 5. Identify familiar objects and pictures
- PO 6. Associate objects with their functions

- **LS-FS2. Follow simple directions**

- PO 1. Respond to simple one-step directions (e.g., shows recognition of name; *come here, please; look; line up*; inhibits to *no*)
- PO 2. Demonstrate understanding of four-to-ten prepositions (e.g., in/out; on/off; up/down using objects and/or self) within natural context
- PO 3. Follow two-step related directions (e.g., *go to the door and open it; pick up your clothing and put it in the hamper*)
- PO 4. Carry out two unrelated directions (e.g., *sit down and read a book; go to the office and pick up the mail*)

- **LS-FS3. Communicate a personal experience in a logical sequence using gestures, pictures, drawings or spoken words**

- PO 1. Describe personal experiences
- PO 2. Relate events or personal experiences sequentially

- **LS-FS4. Use effective basic language structure and form**

- PO 1. Imitate strings of words and gestures
- PO 2. Receptively understand a predetermined number of words (*Note: IEP Team specifies number*)
- PO 3. Functionally express a predetermined number of words (*Note: IEP Team specifies number*)
- PO 4. Communicate using two-to-five words together
- PO 5. Use simple sentences

- **LS-FS5. Share ideas, information, opinions (preferences/interests), and questions**

- PO 1. Indicate needs, wants, and pleasure/displeasure through non-symbolic/pre-linguistic communicative behaviors (e.g., cries, laughs, vocalizations, movements, touches, and gazes)
- PO 2. Initiate intentional communicative behavior to gain attention; protest; make choices; indicate wants; start, continue, restart or end activity; (e.g., touches adult to indicate 'more;' places adult hand on desired object; pushes object away; crying)
- PO 3. Indicate wants for activities, items, or people that cannot be seen nor heard (e.g., cookies in the cupboard)
- PO 4. Respond to, and respond with, *yes* and *no*
- PO 5. Communicate physical and emotional needs in response to questions (e.g., *What's the matter? What do you want to do? What do you want to eat?*)
- PO 6. Ask for assistance (e.g., bathroom; position change; buttons; directions for turning on computer, using a tool, preparing a meal)
- PO 7. Make comments appropriate to the activity (e.g., *Look at my picture*)
- PO 8. Communicate intended actions (e.g., *I'm leaving; I'm playing over there; I'm going on break*)
- PO 9. Initiate and respond to at least three different interrogative questions (e.g., *why, how, who, what, where, when*)
- PO 10. Relate personal information (e.g., identifies self with name/sign, knows first and last name, telephone number, displays identification card)
- PO 11. Demonstrate beginning problem solving, alternative solutions or negotiation skills (e.g., if/what situations--*If we can't go to the video store now, can we go after dinner?*)

- **LS-FS6. Listen and respond to stories, poems, nonfiction, and age appropriate music**

- PO 1. Attend to stories for five-to-ten minutes
- PO 2. Anticipate patterns in familiar stories (e.g., repeating phrases, rhyming)
- PO 3. Answer simple questions related to familiar story (e.g., *Was there a dog in the story? What is the dog's name?*)
- PO 4. Relate personal experiences to story

- **LS-FS7. Participate in group discussions, activities, or peer/adult interactions**

- PO 1. Participate during ongoing social interaction (e.g., comments; small talk on playground or in break room; or acknowledging through nodding/smiling)
- PO 2. Converse for two-to-three turns (e.g., using rules of conversing related to initiating conversation, wait time, turn taking, and maintaining topic of conversation)

STANDARD 4: VIEWING AND PRESENTING

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

FUNCTIONAL (Ages 3-21)

A Functional level is not indicated for this standard. The IEP Team will determine the appropriate goals and objectives from this area based on individual student needs.